

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

As a developed country Indonesia tries to increase the quality of human resource in many aspects; one of them is in knowledge and language. The reason is that to make Indonesian people able to compete with other people from other countries in the international market as we know that English has been an international language used; business, education, trading, and tourism. That's why English has been taught since primary school.

Although English was learned since primary school, the result in fact hasn't satisfied yet. Many students lack of ability in using English after they graduated from school. There are some causes why such kind of phenomenon happened. One of them is the absence of motivation in learning among the students. Chaer (2002: 251) say that, motivation is needed by giving stimulation to somebody's interest. The stimulation as a support given will cause someone to do something.

Based on my observation in SMP N 16 Surakarta, I found the fact that indicated student's motivation in learning English was still low. The followings are the indicators: 1) the students didn't answer the questions given. Some students remain silent and didn't want to answer, while some other students answered the questions with low volume; 2) the students lacked of aspiration. Only some of them who are active in teaching learning process. Most of the students remain passive in the pair or group discussion; 3) the

students paid less attention to the teacher's explanation. They kept their head down while playing with their stationary or made little chat with their seat mate; 4) the students lacked of perseverance. They looked not serious in doing their work. They were busy with something else and didn't give more effort on their work, finally when the time was up, they hadn't finished yet and kept asking for more time; 5) the students tend to ask the answer of their problem to their friends.

There are some causes for points mentioned above. Here are the four causes: 1) most of the students think that English is a difficult lesson to learn; 2) the minimum use of provided media; 3) monotonous environment and material delivered by teacher was pretty well affecting the students; 4) lack of enjoyable and fun atmosphere in teaching and learning process contribute much on the student's motivation in learning.

Based on those conditions, the researcher and classroom teacher conducted action research using a cooperative learning method named Team-Games Tournament (TGT). Cooperative learning is one of teaching techniques which can create fun, active and enjoyable atmosphere. Cooperative learning has benefits which improve students' creativity, achievement, involvement and motivation. Slavin et al (2012:359) state that Cooperative learning refers to instructional methods that teachers use to organize students into small groups, in which students work together to help one another learn academic content. Cooperative learning methods are extensively researched, and under certain

well-specified conditions they are known to substantially improve student achievement in most subjects and grade levels.

This learning technique involves all students without exception, since this technique involves games it will make relaxing, interesting, fun and enjoyable classroom atmosphere. The writer believes that Team-Games Tournament can improve students' activeness, participation, creativity and also motivation.

Based on the background of the study above, the writer conducted research entitled **“Implementation of Team-Games Tournament to Enhance Students' Motivation (A Classroom Action Research Eighth Grade of SMP N 16 Surakarta 2017/2018 AcademicYear)”**.

## **B. Problem Statement**

Based on background of the study above, some problems can be identified, related to student's motivation. The problems are stated below:

1. How is implementation of Team-Games Tournament in teaching learning English?
2. How is students' motivation enhanced when Team-Games Tournament is applied in class?
3. What are the difficulties in implementing Team-Games Tournament in this research?

## **C. Objective of the Study**

The objectives of the study are stated as follows:

1. to describe the implementation of Team-Games Tournament in teaching-learning English,

2. to describe the improvement of student's motivation when Team-Games Tournament is applied in the learning process, and
3. to identify the difficulties in implementing Team-Games Tournament in English learning process.

#### **D. Significance of the Study**

The result of this study is hoped to give benefits for the students, teacher and also the researcher herself.

##### **1. For the Students**

This study is expected to improve their activeness, participation, creativity as well as their motivation, and also to make students feel excited and enjoy the class.

##### **2. For the Teacher**

This research is hoped to improve teacher skill in selecting teaching method and technique, and also they are expected to be more creative in improving students' motivation.

##### **3. For the Researcher**

It is hoped that the result of this research can give the researcher more knowledge and information about teaching activity, especially in enhancing students' motivation.

#### **E. Limitation of the study**

Based on the research question above, the writer will limit the discussion to the subject and object investigated.

1. Subject

The subject of this research at 8<sup>th</sup> grade SMP Negeri 16 Surakarta in academic year 2017/2018

2. Object

The object of this research is the implementation of Team-Games Tournament (TGT) To Enhance Students' Motivation in learning English especially vocabulary.

## **F. Research Paper Organization**

The researcher divides the research paper into five chapters, as follows:

Chapter I is introduction. In this chapter, the researcher gives an introduction to the research that is conducted as follows; background of the study, problem statement, objective of the study, significance of the study, and limitation of the study, and research paper organization.

Chapter II is review of related literature. It consists previous study that had been conducted by other researchers and language learning, motivation, and Team Games Tournament.

Chapter III is research method. In this chapter, the researcher describes types of the study, place of the research, time of the study, the subject of the research, research approach, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter focuses on implementation of Team Games Tournament to enhance students motivation in learning English at the eight grade of SMP N 16 Surakarta in 2017/108 academic year.

Chapter V is conclusion and suggestion.